

Ayesha Siddiqa
Girls School

**BEHAVIOUR AND
DISCIPLINE POLICY**

Behaviour and Discipline Policy Overview

Policy

This policy will encourage people to set high standards of behaviour through self discipline by recognising the rights of all pupils to education in an atmosphere conducive to learning and a safe environment

Practice

Parents and pupils are made aware of the standards of behaviour expected through the codes of conduct and publication of school rules. The theme of good behaviour is regularly reinforced through the PSHE program and during assemblies. There is a system of rewards and sanctions, which is implemented by all staff

Rewards:

- praise and encouragement in lessons to recognise achievement
- positive written comments on work
- head teacher commendations during assembly
- displays on good work
- Name on board-right-hand side awarded merit.
- Good behaviour merit will be given

Sanctions:

Students who misbehave will go through the following procedure during the lesson

- Three verbal warnings (i.e. name on board and 3 ticks)
- Written punishments
- Behaviour and homework detentions (extra work)
- Referral to Head teacher.
- Appointment with parents.

Suspension:

Depending on the nature of the incident, the pupil will be suspended for a fixed period of time. Teachers will need to provide work for students on suspension.

Exclusions:

- Exclusion (fixed or permanent) depending on the nature of incident the head teacher will apply permanent exclusion in consultation with the principle. For fixed term exclusions subject teachers need to set the work for pupils in detention.

Madani Girls School

Behaviour and Discipline Policy Detailed

1 Aims and expectations

1.1 It is the aim of our school that every member of the school community feels valued and respected, and that each person is treated fairly and well. We are a caring community, whose values are built on mutual trust and respect for all. The school's behaviour policy is therefore designed to support the way in which all members of the school work together in a supportive way. It aims to promote an environment where everyone feels happy, safe and secure.

1.2 The school has a number of rules, but our behaviour policy is not primarily concerned with rule enforcement. It is a means of promoting good relationships, so that people can work together with the common purpose of helping everyone to learn. The policy supports the school community in aiming to allow everyone to work together in an effective and considerate way.

1.3 The school expects every member of the school community to behave in a considerate way towards each other.

1.4 We treat all children fairly and apply this behaviour policy in a consistent way.

1.5 This policy aims to help children grow in a safe and secure environment, and to become positive, responsible and increasingly independent members of the school community.

1.6 The school rewards good behaviour, as it believes that this will develop an ethos of kindness and cooperation. It is designed to promote good behaviour, not merely deter anti-social behaviour.

2 Rewards and punishments

2.1 We praise and reward children for good behaviour in a variety of ways:

- Staff praise pupils in lessons i.e. for good work or behaviour
- Staff give (mainly KS3) pupils stickers and merit certificates to all pupils
- Head's Award (stickers) given out to pupils for exceptional work, behaviour or progress.
- School prefects get awards and prizes for their hard work and effort at the end of every term and the head girl gets an award and prize at the end of the year
- Pupils are awarded for excellent attendance and punctuality at the end of the year in the school assembly.

2.2 The school acknowledges all the efforts and achievements of children, both in and out of school i.e. pupils who do good deeds and actions may get merits for helpfulness.

2.3 The school employs a number of sanctions to enforce the school rules, and to ensure a safe and positive learning environment. We employ each sanction appropriately to each individual situation.

- We expect children to listen carefully to instructions in lessons. If they do not do so we may ask them to move nearer the teacher or sit on their own.
- We expect children to try their best in all activities. If they do not do so, we may ask them to redo a task.
- If a pupil is disruptive in class, the teacher will give them a warning. After three warnings, the class teacher will either isolate the child from the rest of the class until she calms down or give her a detention after lesson (if she has break next) or after school (if she has a lesson next).
- The safety of the pupils is paramount in all situations. If a pupil's behaviour endangers the safety of others, the class teacher will prevent the child from taking part for the rest of that session.
- If a child threatens, hurts or bullies another child, the class teacher records the incident and the child is punished. If a child repeatedly acts in a way that disrupts or upsets others, the school contacts the child's parents and seeks an appointment in order to discuss the situation, with a view to improving the child's behaviour.

2.4 The class teacher should discuss the school rules with each class. In addition to the school rules, teachers may have their own classroom code, which is agreed by the children and displayed on the wall of the classroom. In this way, every child in the school knows the standard of behaviour that we expect in our school.

2.5 The school does not tolerate bullying of any kind. If we discover that an act of bullying or intimidation has taken place, we act immediately to stop any further occurrences of such behaviour. While it is very difficult to eradicate bullying, we do everything in our power to ensure that all pupils attend school without fear (see school anti-bullying policy).

2.6 Teachers in our school do not hit, push or slap pupils. Staff will only intervene physically to restrain children or to prevent injury to a pupil, or if a pupil is in danger of hurting herself or others. The actions that we take will be in line with government guidelines on the restraint of children.

3 The role of the class teacher

3.1 It is the responsibility of class teachers to ensure that the school rules are enforced in their classes, and that their classes behave in a responsible manner during lesson time.

3.2 The class teachers in our school should have high expectations of the pupils with regard to behaviour, and they strive to ensure that all children work to the best of their ability.

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3.3 The class teacher should treat each pupil fairly, and enforce the classroom code consistently. The teachers are expected to treat all pupils in their care with respect and understanding.

3.4 If a pupil misbehaves repeatedly in class, an after school detention will be issued by the class teacher. Further misbehaviour will result in parents being contacted, the behaviour discussed and warnings given. Continuous behaviour after this stage may be forwarded the Head Teacher.

3.5 The class teacher reports to parents about the progress of each pupil in their class twice a year, on Raising Achievements Day and on parents evening.

4 The role of the Headteacher

4.1 It is the responsibility of The Headteacher to implement the school behaviour policy consistently throughout the school, and to report to the Head teacher and school governors, when requested, on the effectiveness of the policy. It is also the responsibility of the Headteacher, to ensure the health, safety and welfare of all children in the school.

4.2 The Headteacher supports the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in implementing the policy.

4.3 The Headteacher has the role of monitoring pupils overall by issuing behaviour reports and progress reports when pupils continuously misbehaviour and show lack of progress in their work. Parents will also be contacted and a meeting arranged to discuss pupils behaviour and the need for improvements.

4.4 The Headteacher has the responsibility for giving fixed-term suspensions to pupils whose behaviour does not improve and for repeated or very serious.

4.5 The Headteacher, may permanently exclude a pupil after these stages. These actions are taken only after the school governors have been notified.

5 The role of parents

5.1 The school collaborates actively with parents, so that children receive consistent messages about how to behave at school.

5.2 We explain our expectations for behaviour in the school prospectus, in letters sent to parents at the start of the year and we expect parents to read them and support the school by ensuring their daughters follow the school rules regarding behaviour.

5.3 We expect parents to support their child's learning, and to cooperate with the school. We try to build a supportive dialogue between the home and the school, and we inform parents immediately if we have concerns about their child's welfare or behaviour.

5.4 If the school has to use reasonable sanctions to punish a child, we expect parents to support the actions of the school. If parents have any concerns about the way that their child has been treated, they should initially contact the class teacher. If the concern remains, they should contact the Headteacher teacher. If these Behaviour and Discipline Policy discussions cannot resolve the problem a formal grievance or appeal process can be implemented.

6 The role of governors

6.1 The governing body has the responsibility of setting down these general guidelines on standards of discipline and behaviour, and of reviewing their effectiveness. The governors support the Headteacher in adhering to these guidelines.

6.2 The Headteacher has the day-to-day authority to implement the school's policy on behaviour and discipline, but governors may give advice to the Headteacher about particular disciplinary issues. The Headteacher must take this into account when making decisions about matters of behaviour.

9 Monitoring and review

9.1 The Headteacher is responsible for monitoring the effectiveness of this policy on a regular basis and will report to the governing body on the effectiveness of the policy and, if necessary, makes recommendations for further improvements.

9.2 All records of misbehaviour are kept. These are in the form of serious incident forms, pupil behaviour and /or progress reports (and other types of reports) and letters sent to parents. These are all filed in the Headteacher's offices.

9.4 It is the responsibility of the governing body to monitor the rate of suspensions and exclusions, and to ensure that the school policy is administered fairly & consistently.

Signed and approved by Head Teacher:

Signed and approved by School Chair of governors:

***Policy updated: Sept 2011
2012***

Policy Review: Sept

Behaviour and Discipline Policy

Promoting Good Behaviour

Behavioural Aims

At Ayesha Siddiqa Girls School, we recognise that effective teaching and learning can only take place if members of the school community feel valued and safe, have a sense of belonging to the community, and behave in ways which allow these things to develop. In order to help students to behave well, we have to be clear about what we mean by good behaviour. We expect all member of the community to behave well but we also accept that at all times, individuals will fail and will need support to deal with the problems caused.

By good behaviour, we mean:

Responsibility

- Personal responsibility for our actions
- Mutual responsibility for each other.
- Accepting responsibility within the school community.
- Playing our part in taking care of our surroundings.

Co-operating

- Sharing our values so that we develop a community spirit.
- Helping each other to get tasks done.
- Being supportive when things are not going well.
- Following the rules we have set for the school community.

Consideration

- Considering the needs of others in the school community.
- Considering the different roles we all have in school

Self-awareness

- Awareness of the consequences of our actions.
- Awareness of our personal limitations and working to make those better.
- Understanding how to express ideas and opinions in the right way.
- Being enthusiastic about learning.
- Persevering when things are not going well.
- Willingness to adapt to different situations.

We will support good behaviour through the following ways:

Listening

We will listen to grievances and act on them if necessary.

Encouraging

We will encourage students to feel good about themselves by providing opportunities for success.

Changing

We will try to reduce the factors which may encourage poor behaviour.

Environment

We will maintain a pleasant environment and we will try to improve the environment where we can.

Role Models

Adults will model the behaviour we expect from our students.

Lessons

We will ensure that lessons are planned carefully and that work is marked.

Rewards

We will further develop our rewards system to reward good behaviour in a variety of ways.

Valuing

We will show that we value each other by respecting each other's opinions and speaking respectfully to each other.

Parents

We will inform parents about the good behaviour of their children.

We will involve parents more by informing them about school procedures and about ways in which they can support the behaviour and learning of their children.

When things go wrong:

Support

We will support each other in challenging poor behaviour.

Challenging

We will challenge all cases of poor behaviour.

We will listen to reasons why behaviour has gone wrong.

Strategies

We will develop our knowledge of ways of dealing with poor behaviour.

We will deal with poor behaviour consistently, following our discipline procedures.

This statement guides the way in which we develop our work on behaviour and our day-to-day work in the management of behaviour.

2. School code of conduct

CLASSROOM RULES

Our aim is for all girls to learn successfully, safely and enjoyably.

We expect students to:

- Be on time and be prepared
- Follow instructions and be safe
- Put your hand up if you wish to contribute
- Not disturb others
- Be civilized

CLASSROOM SANCTIONS

If a student does not follow our behaviour code in the classroom, sanctions will include:

- A warning (up to three warnings can be given)
- A brief time out (i.e. for 5 minutes)
- A 10 minute after class detention, (at break time or after school)
- An after school subject (or other) detention
- Referral to form tutor or a move to another classroom.
- For serious misbehaviour, alert Headteacher (incident to be written down)

SERIOUS MISBEHAVIOUR:

- Serious and persistent refusal to do as asked.
- Swearing or use of offensive language to teacher or pupil
- Internal truancy i.e. not attending lesson without valid reason
- Violent or threatening behaviour
- Willful damage to school or personal property
- Any form of bullying

BEHAVIOUR IN AND AROUND SCHOOL

Our aim is for pupils to be safe and happy. We expect girls to:

- Behave safely
- Behave responsibly
- Be civilised & friendly to everyone
- Help us care for our environment
 - Help us to keep our school clean.
 - To stay away from no-go areas
 - Not to climb walls or fences

BEHAVIOUR OFF THE SCHOOL SITE OR OUT OF SCHOOL HOURS WHICH IS DAMAGING TO THE SCHOOL'S REPUTATION.

- Discussion with Mentor or Head of Department or Head of Year to rectify problem.
- Meeting between Head of Year, parents and student to decide further action in serious circumstances
- pupil may receive a fixed term or permanent exclusion

Pupils who do not follow the behaviour code in and around and outside school will be sanctioned.

Misbehaviour and their Consequences

Procedures to Support the Code of Conduct

Smoking:

Cigarettes and lighters/matches confiscated

1. Detention with headteacher
2. Detention and letter sent home.
3. Meeting with parents to be arranged
4. On report to Headteacher for one week
5. Head teacher and committee warning in presence of parents

Continuous poor behaviour:

In class and out of class

1. Detention with tutor/subject teacher
2. On report to Headteacher and parents informed
3. Tutor/subject teacher interview with parents
4. Headteacher meeting with student in presence of parents

During this time, subject teachers should differentiate work and make referrals to SEN. Parents to be kept informed of progress at all stages and sent praise letter as appropriate.

Vandalism:

Student to make good any damage caused i.e. cleaning off graffiti.

- Evidence will be gathered and may be used to support aren't meetings. Where costs are incurred, parents to be notified and presented with the repair bill.
- In classrooms, subject teacher is responsible for working with students. In out of class areas,
- Headteacher is responsible for working with students and taking appropriate disciplinary measures.

Theft:

- *From another student:* return or replace item. Headteacher to send letter home and form tutor or senior teacher to give detention
- *Personal items from a member of staff:* Exclusion and payment for any unrecovered property.
- *Aid by outsiders:* Police may need to be contacted.
- *Shoplifting reported to the school:* Parents informed. Note made on student records

Dangerous Weapons:

- *Knife, gun, razor blade, knuckle duster, or any artifact that could be used as a weapon:* Immediate referral to Headteacher. A full write-up of incident will have to be done, with witness reports and possible police involvement. The weapon will need to be locked away safely. A possible permanent exclusion may be issued.
- *Laser pens, fireworks and other dangerous items:* Confiscation with return to parents. Interview with parents needed.
- *Setting of a firework on school premises:* Possible permanent exclusion.
- *Dangerous use of any object:* Internal or fixed term exclusion depending on incident.

Threatening Behaviour:

- *In a lesson:* Student sent to Headteacher or head teacher. Incident form completed by member of staff and copy sent to parents. Head Teacher to arrange meeting with parents and member of staff.
- *Out of lesson/out of school:* Student sent to Headteacher. Incident form completed. Copy sent to parents. Head Teacher to arrange meeting with parents.

Internal Truancy

(Parents to be informed at each stage):

1. Subject teacher to arrange time for missed work to be completed and parents informed.
2. Referral to Headteacher on second occasion.
3. Parents contacted and detention arranged for work to be completed.
4. Headteacher continues to set detention and liaise with parents.
5. Deputy places students on attendance report.
6. Internal exclusion to be used to enable all missed work to be completed.

Spitting:

Parents to be informed by Headteacher and pupil will need to apologise to the victim. To be given an Internal exclusion for spitting at member of staff. Student to clean up mess if spat in the building.

Fighting:

- *In a lesson:* Subject teacher to sort out differences (this may involve removing pupils from the lesson until time is available for this- either place in a colleagues classroom or call Headteacher to take student until subject teacher can follow

up). Subject teacher to complete incident form and copy sent to Headteacher. Letter with copy of incident form sent to parents.

- *Out of lesson time:* Student to be taken to teacher on duty or Headteacher. Serious incident form will need to be completed. Tutor on charge to try to sort out differences. Letter with copy of incident form sent to parents.

Bullying:

- Victim to be spoken to and get full story – may require additional witnesses.
- Perpetrators will be spoken to about incident.
- Serious incident form to be completed by referring member of staff and copy sent to Headteacher.
- Parents of perpetrators contacted.
- Reconciliation meeting between perpetrators and victims – facilitated by tutor or Headteacher.
- Repeated incidents of bullying may lead to parent meetings, being placed on report, internal exclusion etc.

Verbal Assault/Threats:

- *Against a member of staff:* Student will be taken to Headteacher or Head Teacher. Serious Incident form completed.
- Parents contacted by member of staff concerned.
- *Against another student:* Procedures as for fighting.

Physical assault/threat

- *Against a member of staff:* Student will be taken to Head Teacher. Serious Incident form completed.
- Parents contacted by member of staff concerned.
- *Against another student:* Procedures as for fighting.
- The school may need to contact other agencies, depending on nature of assault.

Behaviour and Discipline Policy

PROCEDURES FOR UNACCEPTABLE OR UNCONTROLLABLE BEHAVIOUR BY STUDENTS IN CLASS

If a pupil or class is misbehaving in a lesson, follow these steps:

Misbehaviour Step 1.

Give 3 CLEAR warnings to the pupil (you may make them stand up in class, or sit on their own, or sit in silence etc. as they are warned).

Misbehaviour Step 2.

Send them outside the classroom. Ask them to stand outside the door or provide them with work to do (be very clear that they must NOT leave the area or go wondering off).

Misbehaviour Step 3.

REFER to the Headteacher with a note in pupils diary – make clear to the student where you are sending her and why (if you feel the pupil cannot be trusted, send a sensible student with her, giving her a note explaining reasons for why the pupil has been sent).

Uncontrollable Class – Step 4

If the class is uncontrollable and you feel you need immediate assistance, send a sensible student to get the Headteacher as soon as possible (Do NOT leave the class unsupervised at any point. Try to get some control of the class and keep them quiet. Do NOT simply sit and watch them misbehaviour as this may worsen the situation.

Serious Incidents/accidents

Please follow the same procedures as step 4 if the situation is of an urgent matter and if you require assistance, refer to Headteacher.

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PUPIL MISBEHAVIOUR PROCEDURES

SUBJECT TEACHER/OTHER STAFF

If a pupil is misbehaving during class or at any other part of the day, take immediate action by following these steps:

Issue up to, but no more than, 3 warnings

After 3 warnings give sanction such as detention. If this does not have an affect, inform the relevant form tutor as soon as possible.



FORM TUTOR

Speak to the pupil regarding the behaviour/issue/concern/complaint.
Take action by contacting and speaking to parents on the phone or in person
(make sure you check with Headteacher before doing so)
If this has no affect and the pupil is still misbehaving, refer to Headteacher.



HEADTEACHER

1. To issue a behaviour report and to inform parents of current situation, Warn of the consequences of this, if the pupil's behaviour does not improve.
2. After this stage, if pupil behaviour still does not improve to arrange a meeting with parents and express grave concerns.
3. If misbehaviour still persists, issue a letter warning of suspension.



FIXED TERM SUSPENSION

After this stage, if pupil's behaviour still does not improve, Headteacher will decide on whether to suspend the pupil and for how long.



EXPULSION

If after suspension, pupil behaviour still does not improve Head Teacher and Management Committee will decide on whether to expel the pupil

Detentions for Misbehaviour

Aims and objectives

Ayesha Siddiqa Girls School aims to improve pupils' behaviour by dealing with misbehaviour. One way of doing this is to sanction pupils by given them a detention in the hours of the day when there are no lessons. This allows for the pupil/s, group or class to think about what they have done wrong and how to improve for next time. It will also be a reminder that if pupils misbehave, they will be sanctioned in their own free time.

How this will be implemented

It is very important that teachers set detentions if they feel pupils or classes are misbehaving. Students may be given detention during break/lunch time. For after school detentions, pupils can only be kept back for 10 minutes without parents consent. However, parents must be given over 24 hours written notice (a note in the diary is sufficient) if a pupil is to be kept back after school for more than 10 minutes.

Teachers need to remember that it is their responsibility to monitor pupils/classes during the detention and at no time, under any circumstances should pupils/classes be left unattended in the halls or classrooms.

The person responsible for over-seeing this

Individual teachers are responsible for making sure that detentions are carried out appropriately if and when necessary and that students' are supervised through it. The Headteacher will over see this and make sure that teachers are following this through.

How this will be reviewed and by whom

To be reviewed at the end of the year with the management committee.

HOME SCHOOL AGREEMENT

THE SCHOOL

- Ayesha Siddiqa Girls School will endeavour to fulfil its aims in relation to all pupils as stated in the prospectus.
- The school endeavours to create a well ordered, caring and safe environment in which pupils can achieve their full potential and become confident lifelong learners
- The school considers all pupils to be of equal value and will provide access to an appropriate curriculum and encourage extra curricular activities, working with pupils and parents to ensure success.
- The school agrees to mark work regularly, to monitor progress, to share this information with pupils and to report regularly to parents according to the school calendar.
- The school agrees to keep parents informed of school activities through the website and monthly newsletters and to consult pupils and parents when significant changes are proposed.
- The school agrees to respond promptly when help is requested from parents or pupils and to contact parents at an early stage if pupils are encountering problems.
- The school encourages pupils to report bullying, as pupils have the right to attend school without fear of oppressive or bullying behaviour from others.
- The school will provide access to careers guidance and help pupils to acquire life skills.

PARENTS/CARERS

- I have received the school prospectus, understand, and accept the school's expectations of its pupils and agree to work with the school and my child to ensure success.
- I recognise my responsibility to ensure regular attendance.
- I will encourage adherence to school rules and support the school's discipline policy.
- I will provide a suitable environment for homework and will regularly check that work is completed.
- I will support involvement in extra curricular activities.
- I will provide the school uniform, outlined on the accompanying list, and ensure that my son/daughter is correctly dressed for school.
- I will endeavour to attend parents' evenings.
- If I suspect my child is having problems at school, I will contact the school at an early stage and work with them to overcome these problems.

PUPILS

- I will treat others with courtesy and consideration and respect their property.
- I agree to work with the school and my parents to ensure that I am as successful as possible.
- I will try hard to meet the school's expectations. In particular, I will complete work set, and bring necessary books and equipment to all lessons.
- I will act responsibly when moving around the building, observing safety requirements at all times. I will arrive punctually at lessons.
- I will behave responsibly during lessons, in particular obeying safety regulations.
- When travelling on school buses or participating in activities, school trips and visits I will behave according to the terms of this agreement.
- I will wear school uniform.
- I will co-operate with staff.

Signed:Headteacher Date:.....

Signed:Student Date:.....

Signed:Parent/Carer Date:.....

This Home-School Agreement is produced in the hope of strengthening the bond between Home and School. We invite you to sign a declaration supporting this agreement. Please sign both copies of this agreement, keep one copy and return one

Signed and approved by Head Teacher:

Signed and approved by School Chair of governors:

Policy updated: Sept 2011

Policy Review: Sept 2012